

## ***The Educator Preparation Reform Act***

### ***Senator Jack Reed and Representative Mike Honda***

*A bill to improve the quality of teaching in high need schools by reforming and strengthening accountability of educator preparation programs, and supporting partnerships to meet the needs of educators and educational leaders*

#### **Overview**

Research has shown that the most important school-based factors for improving student outcomes and turning around struggling schools are teacher quality and school leadership. The Educator Preparation Reform Act will improve accountability for teacher preparation programs by requiring reporting on program features that are related to future success in the classroom such as admissions standards, clinical preparation requirements, and outcome measures such as placement, retention, and performance. It makes significant improvements to the Teacher Quality Partnership Grants in Title II of the Higher Education Act by expanding the residency programs to include principals and providing partnerships flexibility in meeting the instructional needs of local school districts. The bill reforms the TEACH Grants to target student eligibility to those in the latter half of their preparation at the undergraduate level or those in graduate programs.

#### **Key Provisions**

##### ***Improves the Teacher Quality Partnership Grants Program***

- Maintains the core mechanism of the program providing for partnerships between institutions of higher education, high-need LEAs, and high-need schools to recruit and prepare teachers, principals, and other educators who commit to serve at least three years in a high need school.
- Requires that partnership grants be used to reform undergraduate teacher preparation programs, establish teacher or principal residency programs, or a combination of those activities.
- Allows partnership grants to support and improve programs to develop other educators needed by school districts, such as librarians, literacy specialists, and school counselors.

##### ***Strengthens Accountability for Programs that Prepare Teachers***

- Requires all teacher preparation entities – higher education and non-higher education based – to submit report cards to the public with key indicators of program quality and performance.
- Offers states and institutions the option to utilize a valid and reliable teacher performance assessment to determine candidate readiness.
- Requires reporting on candidate selectivity as measured by grade point averages for admitted students and scores on standardized admissions tests
- Collects data about clinical preparation, a key component of effective preparation programs.

- Requires institutions to report on the availability of outcome data on program graduates and report that data, as applicable.
- Strengthens the current state requirement to identify and report low-performing programs by requiring states to provide technical assistance to low-performing programs, close program that fail to improve after technical assistance, and to report programs that have been closed. Clarifies that it is the state's responsibility to develop criteria for determining program performance levels in consultation with stakeholders and that the criteria must be submitted for public comment.

***Coordinates Elementary and Secondary Education Act Teacher Quality Initiatives with Educator Preparation Education Programs***

Requires that states use the 2.5 percent set aside under the ESEA Title II teacher quality state formula grant to:

- provide technical assistance to low-performing preparation programs; and
- develop a system for assessing the quality and effectiveness of professional development programs.

Allows state to use funds to:

- develop and implement teacher performance assessments to determine the readiness of new teachers to be effective in the classroom;
- enhance professional development in core academic subjects and in the use of standards to improve instruction.

***Reforms TEACH Grants in Title IV of the Higher Education Act***

- Amends the TEACH Grants to limit the eligibility for grants to juniors, seniors, and master's degree level students.
- Allows for partial payback based on the length of service completed for TEACH Grant recipients who do not finish the four-year service requirement.